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ABSTRACT

The study examined the curricula, types of degrees, opinions, and immediate plans of the 1972, 1973, and 1974 graduates at Virginia Western Community College (VWCC). Data for the study were obtained from graduate files and a questionnaire administered by VWCC's Office of Institutional Research. The college awarded 1,097 degrees in five degree programs with 29 areas of study. Approximately 80 percent of the graduates completed the graduate questionnaires. Results indicated increases in female graduates, more married graduates, and no significant changes in parents' highest educational levels. Significant changes of higher ratings of counseling services and social activities were indicated by 1974 graduates in comparison with 1972 graduates. Approximately 94 percent of all graduates stated that they would recommend their programs of study to others. The study concluded that there has been both quantitative and qualitative growth in services offered by the college. (Author)

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A DESCRIPTIVE STUDY OF 1972, 1973, & 1974 GRADUATES AT VIRGINIA WESTERN COMMUNITY COLLEGE

OIR - 16 - 74

BY

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SEPTEMBER 1974

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INTRODUCTION

The success of Virginia Western Community College (VWCC) is dependent on the success of the students enrolled in programs of the college. One segment of the total student population of special interest for ascertaining the effectiveness of the college's curricula and programs is concerned with studies of graduates and their opinions and plans.

Purpose of the Study

This study proposed to examine the 1972, 1973, and 1974 graduates in terms of (1) types of degrees and curricula, (2) a demographic description, (3) their opinions of certain aspects of the college, and (4) their immediate plans. A major part of the study was to examine and identify discernable trends of characteristics, opinions, and plans of graduates from 1972 through 1974. Finally, the study proposed to gain information to enable VWCC to do a better job in providing higher educational opportunities for all students enrolled in programs of the college.

The Data and Its Treatment

The total number of graduates in degree programs and curricula was obtained from Graduate Files. Other data were self-reported on Graduation Questionnaires (Appendix) developed by VWCC's Office of Institutional Research. Approximately 80% of all graduates completed these questionnaires. Responses of June and August graduates were combined and reported together for each year of 1972, 1973, and 1974.

FINDINGS

Degrees and Curriculum

During 1972, 1973, and 1974 VWCC awarded 1097 degrees in 29 programs of study. The five degree programs were the Associate in Art Degrees (61), Associate in Science Degrees (269), Associate in Applied Science Degrees (551), Diplomas (53), and Certificates (165). Table 1 indicates the number of degrees and curricula of all 1972, 1973, and 1974 graduates.

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TABLE I

NUMBER OF DEGREES AND CURRICULA
OF 1972, 1973, AND 1974 GRADUATES

DEGREE	CURRICULUM	NUMBER					
		1972		1973		1974	
		June	August	June	August	June	August
sociate In Arts	Liberal Arts	16	2	15	4	12	4
	Music	3	0	2	0	3	0
	Subtotal	19	2	17	4	15	4
sociate In Science	Business Administration	18	14	23	12	31	9
	Pre-Engineering	5	0	2	0	6	0
	Pre-Teacher Education	26	10	24	12	19	6
	Science	7	3	7	6	28	1
	Subtotal	56	27	56	30	84	16
sociate In Applied Science	Accounting	6	1	12	3	12	2
	Architectural Technology	1	3	4	1	3	0
	Civil Engineering Technology	9	4	6	1	10	0
	Commercial Art	11	1	9	3	5	0
	Data Processing Technology	5	1	7	0	9	3
	Electrical/Electronics Engineering Technology	12	1	15	3	20	5
	Management	24	5	25	5	31	9
	Mechanical Engineering Technology	15	1	7	2	10	2
	Mental Health Technology	-*	-	-	-	18	0
	Nursing	-	-	-	-	21	2
	Police Science	12	2	6	2	20	2
	Radio & Television Production Technology	10	3	8	2	5	0
	Radiology Technology	-	-	1	1	19	1
	Secretarial Science	20	2	30	1	31	3
	Traffic & Transportation Management	-	-	-	-	2	1
	Subtotal	125	24	130	24	216	30
loma	Automotive Technology	17	2	16	0	18	0
	Subtotal	17	2	16	0	18	0
tificate	Air Conditioning & Refrigeration	-	1	10	1	13	2
	Architectural Drafting	-	-	1	0	1	0
	Clerk-Typing	11	3	17	3	9	2
	Engineering Technical Assistant	5	0	1	0	0	0
	Industrial Management	-	-	1	0	2	0
	Stenographic	11	5	16	1	8	1
	Dental Assistant	0	19	0	11	0	10
	Subtotal	27	28	46	16	33	15
	GRAND TOTAL	244	83	265	74	366	65

* - indicates curriculum was not available

Table 1 indicated that the number of June and August graduates increased by 31% from 1972 (329) to 1974 (431). New degree programs in Mental Health Technology (18), Nursing (23), and Radiology Technology (20) accounted for approximately 60% of the increase in the total number of graduates. Business Administration (+25%), Science (+190%), Accounting (+100%), Data Processing Technology (+100%), Electrical/Electronics Engineering Technology (+92%), Police Science (+57%), and Secretarial Science (+55%) were curricula that substantially increased in total number of graduates. Pre-Teacher Education (-30%), Commercial Art (-58%), Radio and Television Production (-61%), Engineering Technical Assistant (-100%), and Dental Assistant (-47%) were curricula that decreased in the total number of graduates.

Demographic Description

A demographic description of the 1972, 1973, and 1974 graduates consisted of an examination of sex, marital status, and parents' levels of education. Table 2 reports the number and percent of graduates by sex.

TABLE 2

NUMBER AND PERCENT OF GRADUATES BY SEX

	1972		1973		1974	
	No.	%	No.	%	No.	%
Male	211	64.1	209	61.7	260	60.3
Female	118	35.9	130	38.3	171	39.7
Total	329	100.0	339	100.0	431	100.0

The table indicated that the number and percentage of female graduates have increased from 1972 to 1974. This increase was attributed to new degree programs that have attracted high female enrollments. These programs included Nursing, Mental Health Technology, Radiology Technology, and Secretarial Sciences.

The marital status of the 1972, 1973, and 1974 graduates was identified by the Graduation Questionnaire. Table 3 indicates the responses of the graduates concerning their marital status.

TABLE 3

MARITAL STATUS

	1972		1973		1974	
	No.	%	No.	%	No.	%
Single	167	59.0	119	59.2	192	57.1
Married	100	35.3	79	39.3	136	40.5
Other	16	5.7	3	1.5	8	2.4
Total	283	100.0	201	100.0	345	100.0

A Chi Square Analysis was performed in order to test the hypothesis that the distribution and probabilities of marital status were different for 1972, 1973, and 1974 graduate responders. The Chi Square value (8.8588) was significant at an approximate alpha level of .07 indicating differences among 1972, 1973, and 1974 responders. More 1974 graduates indicated "married" responses while more 1972 graduates indicated "other" responses.

Table 4 indicates the fathers' highest educational levels for 1972, 1973, and 1974 respondents.

TABLE 4

FATHERS' HIGHEST EDUCATIONAL LEVELS

	1972		1973		1974		Total	
	No.	%	No.	%	No.	%	No.	%
Completed 8 years or less	74	26.4	64	32.8	90	31.0	228	29.7
Attended High School	54	19.3	25	12.8	39	13.4	118	15.4
High School Graduate	85	30.4	57	29.2	80	27.5	222	29.0
Attended College	41	14.6	29	14.9	51	17.5	121	15.8
Four-year College Graduate	21	7.5	15	7.7	25	8.5	61	8.0
Master's or Higher Degree	5	1.8	5	2.6	6	2.1	16	2.1
Total	280	100.0	195	100.0	291	100.0	766	100.0

The responses indicated that approximately 75% of the graduates' fathers had not attended college. The implications were that approximately three-fourths of the graduates had obtained higher educational experiences than their fathers and would probably be more able to obtain a better paying and more prestigious occupation.

A Chi Square Analysis was performed in order to test the hypothesis that the distribution and probabilities of fathers' levels of education were different for 1972, 1973, and 1974 graduates. The Chi Square value (8.0065) was not significant indicating that there have been few or no changes in the fathers' educational levels for graduates.

Table 5 indicates the mothers' highest educational levels for respondents.

TABLE 5

MOTHERS' HIGHEST EDUCATIONAL LEVELS

	1972		1973		1974		Total	
	No.	%	No.	%	No.	%	No.	%
Completed 8 years or less	42	15.0	27	14.1	54	18.7	123	16.2
Attended High School	57	20.4	39	20.3	55	19.0	151	19.8
High School Graduate	113	40.4	79	41.1	113	39.1	305	40.1
Attended College	37	13.2	29	15.1	38	13.1	104	13.6
Four-year College Graduate	23	8.2	14	7.3	26	9.0	63	8.3
Master's or Higher Degree	8	2.8	4	2.1	3	1.1	15	2.0
Total	280	100.0	192	100.0	289	100.0	761	100.0

The responses indicated that approximately 75% of the graduates' mothers had not attended college. A Chi Square Analysis was performed in order to test the hypothesis that the distribution and probabilities of mothers' levels of education were different for 1972, 1973, and 1974 graduates. The Chi Square value (5.3795) was not significant indicating that there have been few or no changes in the mothers' educational levels for graduates during 1972, 1973, and 1974.

Graduate Ratings of Certain Aspects of the College

Graduates were asked to rate certain aspects of their community college experiences. This study identified respondents' ratings for academic instruction, counseling, social activities, and a recommendation from the college to the person seeking to complete the same program of study of the graduate. Table 6 compares the respondents' ratings of academic instruction.

TABLE 6

STUDENTS' RATINGS OF ACADEMIC INSTRUCTION

	1972		1973		1974		Total	
	No.	%	No.	%	No.	%	No.	%
Superior	61	21.6	32	15.8	66	19.6	159	19.4
Good	185	65.6	156	77.3	229	68.0	570	69.4
Fair	33	11.7	12	5.9	37	10.9	82	10.0
Poor	3	1.1	2	1.0	5	1.5	10	1.2
Total	282	100.0	202	100.0	337	100.0	821	100.0

The table indicated that approximately 89% of the respondents rated academic instruction at the college superior (19.4%) or good (69.4%). A Chi Square value (9.3317) indicated that there were no significant changes in the distribution and probabilities of the respondents' ratings of academic instruction for 1972, 1973, and 1974.

Table 7 indicates the respondents' ratings of counseling services for 1972, 1973, and 1974.

TABLE 7

STUDENTS' RATINGS OF COUNSELING SERVICES

	1972		1973		1974		Total	
	No.	%	No.	%	No.	%	No.	%
Superior	49	17.7	21	10.9	31	9.3	101	12.5
Good	89	31.9	93	47.9	172	51.8	354	44.0
Fair	81	29.0	59	30.4	85	25.6	225	28.0
Poor	60	21.4	21	10.8	44	13.3	125	15.5
Total	279	100.0	194	100.0	332	100.0	805	100.0

A Chi Square Value (34.8366) indicated significant changes in the distribution and probabilities of respondents' ratings of counseling for 1972, 1973, and 1974. Approximately 61% of 1974 responders indicated "superior" or "good" ratings as compared to approximately 49% of 1972 graduate respondents.

Student ratings of counseling by faculty advisors were requested in 1973 and 1974. Table 8 records these responses.

TABLE 8

STUDENTS' RATINGS OF COUNSELING BY FACULTY ADVISORS

	1973		1974		Total	
	No.	%	No.	%	No.	%
Superior	34	17.5	60	18.2	94	17.9
Good	106	54.6	155	47.0	261	49.8
Fair	43	22.2	83	25.1	126	24.1
Poor	11	5.7	32	9.7	43	8.2
Total	194	100.0	330	100.0	524	100.0

Approximately 68% of the 1973 and 1974 graduates indicated "superior" (17.9%) or "good" (49.8%) ratings of counseling given by faculty advisors. A Chi Square value (4.3395) indicated no significant changes in student ratings for 1973 and 1974.

Comparisons of student ratings of counseling by counselors and faculty advisors for 1974 responders indicated significant differences. A Chi Square value (12.0381) was obtained with higher rating for faculty advisors.

Table 9 indicates respondents' ratings of social activities of the college.

TABLE 9

STUDENTS' RATINGS OF SOCIAL ACTIVITIES

	1972		1973		1974		Total	
	No.	%	No.	%	No.	%	No.	%
Superior	11	4.3	6	3.2	21	6.5	38	5.0
Good	58	22.7	56	30.3	116	35.9	230	30.1
Fair	95	37.3	72	38.9	112	34.7	279	36.6
Poor	91	35.7	51	27.6	74	22.9	216	28.3
Total	225	100.0	185	100.0	323	100.0	763	100.0

A Chi Square Analysis (19.9405) indicated significant changes in graduate ratings of social activities of the college. The low ratings of social and extracurricular activities at community colleges have been noted in several studies (Koos; O'Connell). O'Connell found that relatively little emphases have been placed on social activities in community colleges. The fact that the 1974 graduate respondents indicated higher ratings for social activities than 1972 graduate respondents was most probably a result of an

expanded physical education and intramural programs. With the increase of additional facilities for physical education such as recently completed tennis courts, there were found reasons to expect higher ratings of social activities for future graduates.

Table 10 indicates the respondents' overall rating of the college.

TABLE 10

STUDENTS' OVERALL RATINGS OF THE COLLEGE

	1972		1973		1974		Total	
	No.	%	No.	%	No.	%	No.	%
Superior	45	15.8	19	9.7	29	8.7	93	11.4
Good	189	66.3	156	80.0	235	70.6	580	71.4
Fair	48	16.8	18	9.2	62	18.6	128	15.7
Poor	3	1.1	2	1.1	7	2.1	12	1.5
Total	285	100.0	195	100.0	333	100.0	813	100.0

The data indicated that 82.4% of the 1972, 1973, and 1974 respondents gave a "superior" or "good" overall rating of the college. A Chi Square value (19.1801) indicated significant changes in student overall ratings of the college. Significant differences were due to the exceptionally high ratings given by 1973 respondents.

In order to find a measure of graduates' satisfaction concerning their programs of study, each graduate was asked whether or not he would recommend his program of study. Table 11 indicates graduates' responses.

TABLE 11

STUDENTS' RECOMMENDATIONS OF PROGRAMS OF STUDY

Would you recommend VWCC to a person seeking to complete the same program you studied?

	1972		1973		1974		Total	
	No.	%	No.	%	No.	%	No.	%
Yes	246	95.7	191	94.6	316	92.7	753	94.1
No	11	4.3	11	5.4	25	7.5	47	5.9
Total	257	100.0	202	100.0	341	100.0	800	100.0

The data indicated that approximately 95% of the respondents indicated that they would recommend VWCC to a person seeking to complete the same program they studied. A Chi Square value (2.5574) indicated no significant changes in graduates' responses and year of graduation.

Immediate Plans of Graduates

The graduates were asked to indicate their immediate plans following graduation. Table 12 indicates the immediate plans of the respondents by year of graduation.

TABLE 12

IMMEDIATE PLANS BY YEAR OF GRADUATION

	1972		1973		1974		Total	
	No.	%	No.	%	No.	%	No.	%
Transfer	93	34.4	47	28.3	97	30.3	237	31.3
Employment In Field of Study	119	44.1	87	52.4	142	44.4	348	46.1
Employment Out Of Field of Study	16	5.9	8	4.8 4.8	14	4.4	38	5.0
Other	42	15.5	24	14.5	67	20.9	133	17.6
Total	270	100.0	166	100.0	320	100.0	756	100.0

A Chi Square value (7.6235) indicated no significant changes of the graduates' immediate plans and the year of graduation. These results supported the total column that approximately 50% of the graduates took immediate employment and approximately 30% transferred to other institutions of higher education.

SUMMARY AND CONCLUSIONS

Summary

This study examined the curricula, types of degrees, opinions, and immediate plans of the 1972, 1973, and 1974 graduates. VWCC awarded 1097 degrees in 5 degree programs with 29 areas of study. From 1972 to 1974 the number of June and August graduates increased by 31% with new programs in the Allied Health areas accounting for 60% of the increase.

A demographic description of graduate responders indicated increase in female graduates, more married graduates, and little or no significant changes in the parents' highest educational levels. "Superior" and "good" ratings of academic instruction were expressed by approximately 89% of all graduates. Significant changes of higher ratings of counseling services and social activities were indicated by the 1974 graduates in comparison to the 1972 graduates. Approximately 94% of all graduates indicated that they would recommend their programs of study to others.

An examination of the immediate plans of graduates revealed that approximately 50% intended to take immediate employment. Approximately 30% of the graduates indicated plans to transfer to other institutions of higher education.

Conclusions

VWCC has continuely developed new curricula and programs in an effort to generate new student interest. New growth in Allied Health Programs was an example of these new developments. Expanded growth was found in job related fields. Several programs experienced decreases in the number of graduates most probably due to decreased employment demands for these areas. Pre-teacher education can be cited as one area of decreased employment opportunity. Increased enrollments for Fall 1974 were noted by other areas in which the number of graduates decreased from 1972 to 1974.

VWCC has enjoyed considerable success in attracting "new" students. As indicated by responses on the graduate questionnaires, disadvantaged students, female students, students past traditional college ages, and married students were some of the new student groups to receive degrees from the college.

Higher ratings in counseling services and social activities by 1974 graduates presented evidence that positive changes in the qualities of campus services have taken place over the three-year period of study. In conclusion, the study of the number and opinions of graduates indicated both quantitative and qualitative growth in services offered by the college. In terms of programs and curricula the college has shown both the capabilities and willingness to provide new educational experiences.

REFERENCES

Koos, Leonard V. The Community College Student. Gainesville, Florida: University of Florida Press, 1970.

O'Connell, Thomas E. Community Colleges: A President's View. Urbanna: University of Illinois Press, 1968.

APPENDIX

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VIRGINIA WESTERN COMMUNITY COLLEGE, P.O. Box 4195, 3095 Colonial Avenue, S.W., Roanoke, Virginia 24015, Phone 703/344-2031

Dear Graduate:

Congratulations! Graduation undoubtedly marks for you the completion of an important step in your occupational and educational plans. Hopefully, your work at VWCC has been both pleasant and rewarding and has provided you with the background you need for further advancement toward realization of your goals.

We are interested in how you feel about your experiences at VWCC. Please take a few minutes and complete the attached questionnaire. By doing so, you can provide us with invaluable assistance in assessing VWCC's weaknesses and strengths.

Although your Social Security number is requested, it is used for statistical purposes only. Your responses will be held in strictest confidence and will be combined with those of other graduates in reporting the results of this study.

Cordially,

J. Andrew Archer
Institutional Research Office

Fill out the questionnaire as accurately as possible by placing the appropriate number in the box.

Example: Your cooperation will certainly be

1. ignored
2. appreciated [2]
3. forgotten

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GRADUATION QUESTIONNAIRE GR 13

Social Security Number ____-__-____ Age _____

ANSWER EACH QUESTION BY WRITING THE APPROPRIATE NUMBER IN THE BOX. SHOW ONLY ONE ANSWER FOR EACH QUESTIONS.

1. ☐ Sex
   1 Male
   2 Female

2. ☐ Marital Status
   1 Single or Engaged
   2 Married
   3 Other

3. Show the highest educational level completed by each of your parents.

   a. ☐ Father b. ☐ Mother

   1 Under 8 years
   2 Completed 8th grade
   3 Attended high school
   4 High school graduate
   5 Attended college
   6 Four-year college graduate
   7 Master's or higher degree

4. ☐ Race
   1 American Indian
   2 Black or Afro-American
   3 Oriental
   4 Spanish, Mexican-American, Chicano
   5 White
   6 Other (specify) _____

5. ☐ Would you recommend VWCC to a person seeking to complete the same program you studied?

   1 Yes 2 No Specify Reason(s) _____

6a. ☐ Were you enrolled in developmental English? 1 Yes 2 No

6b. ☐ If YES, were the courses helpful to you?

   1 Yes, very much
   2 Yes, somewhat
   3 Very little
   4 Not at all

7a. ☐ Were you enrolled in developmental mathematics? 1 Yes 2 No

7b. ☐ If YES, were the courses helpful to you?

   1 Yes, very much
   2 Yes, somewhat
   3 Very little
   4 Not at all

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8a. ☐ Were you employed during the period you attended school?

1 No
2 About 25% of the period
3 About 50% of the period
4 About 75% of the period
5 All of the period

8b. ☐ How many hours per week did you work on the average?

1 1-15 hours
2 16-20 hours
3 21-30 hours
4 Over 30 hours

9. ☐ Did you receive financial aid from VWCC? 1 Yes 2 No

10. ☐ My immediate plans are to (place appropriate number in box and fill in the blank)

1 Take a job in my major field of study at _____
name of employer
_____
location
Starting Salary (Per Month) _____

2 Take a job out of my major field of study at _____
name of employer
_____
location

3 Transfer to _____
name of school
_____
location

4 Other (Specify) _____

11. ☐ Did you change your program while at VWCC? 1 Yes 2 No

12. ☐ Did you use the Counseling Services while at VWCC for any other prupose than that of assistance during admission and registration? 1 Yes 2 No

13. Please give your opinion about each of the following aspects of your VWCC experience. Mark only one answer for each aspect.

	Superior	Good	Fair	Poor
a. Shop and laboratory instruction	☐	☐	☐	☐
b. Academic instruction	☐	☐	☐	☐
c. Shop and laboratory facilities and equipment	☐	☐	☐	☐
d. All other college facilities	☐	☐	☐	☐
e. Counseling given to students by counselors	☐	☐	☐	☐
f. Counseling given to students by faculty advisors	☐	☐	☐	☐
g. Social activities	☐	☐	☐	☐
h. Interest in students shown by faculty	☐	☐	☐	☐
i. Registration procedures	☐	☐	☐	☐
j. Intramural program	☐	☐	☐	☐
k. Academic standards	☐	☐	☐	☐
l. Overall	☐	☐	☐	☐
	☐	☐	☐	☐